

ELA 8 Power Standards

Reading for Information

Standard #1 Provides an objective and thorough summary of text.

Advanced (AD)	Proficient (PR)- Goal	Developing (DE)	Beginning (BE)	Insufficient evidence (IE)
-Writes a concise, well-crafted summary, selecting the most important details and adding sufficient evidence to fully communicate content.	-Crafts a concise and objective summary, selecting important details and adding evidence to communicate content.	-Writes an objective summary, selecting some details and adding little evidence to communicate content.	-Summarizes in a basic manner with some evidence. Not all details are pertinent or the content is not adequately covered.	Does not show any completion or application of learning.

Writing

Standard #2 Argument/persuasive writing: Uses claims with clear reasoning and relevant textual evidence; uses MLA format for online citations.

Advanced (AD)	Proficient (PR)-Goal	Developing (DE)	Beginning (BE)	Insufficient Evidence (IE)
-Claim is obvious, thorough, and well-stated. -Argument supports claim with sound reasoning and enough relevant textual evidence. -There are no errors in MLA formatting.	-Claim is present. -Argument supports claims with reasoning and enough textual evidence but some parts may be unclear or irrelevant. -There are minor errors in MLA formatting.	-Claim is present but difficult to find. -Argument is weak or unclear and while there is textual support, it is minimal. -There are major issues with MLA formatting.	-Claim is not evident. -Argument is unclear and there is very little textual support. -MLA formatting is incorrect or nonexistent.	Does not show any completion or application of learning

Standard #3 Procedural writing: Examines topic, conveys ideas, concepts, and information through the selection and organization of relevant content. Uses appropriate transitions and formatting.

Advanced (AD)	Proficient (PR)- Goal	Developing (DE)	Beginning (BE)	Insufficient Evidence (IE)
<p>-Writing shows intentional organization of information with proper formatting. -Ideas are conveyed insightfully and are fully relevant to topic. -Uses appropriate and varied transitions to create cohesion and clarify relationships among ideas and concepts.</p>	<p>-Writing is mostly organized with proper formatting. -Ideas are conveyed and mostly relevant to topic. -Uses appropriate and varied transitions throughout.</p>	<p>-Writing shows organizational errors and formatting is not entirely correct. -Ideas are evident but difficult to follow at times. -Uses transitions throughout by some are not appropriate or little variation.</p>	<p>-Writing lacks organization and formatting. -Ideas are disorganized and often off topic. -Transitions are few.</p>	<p>Does not show any completion or application of learning</p>

Standard #4 Clear and coherent writing- Produces writing in which development, organization, and style are appropriate to task, purpose, and audience.

Advanced (AD)	Proficient (PR)- Goal	Developing (DE)	Beginning (BE)	Insufficient Evidence (IE)
<p>-Produces writing that demonstrates exemplary style and use of sophisticated language.</p> <p>- Obvious evidence of careful planning, editing, and accurate revision.</p> <p>-Writing is well-organized, appropriate to task, purpose, and audience.</p>	<p>-Produces writing that is clear and coherent with appropriate use of style.</p> <p>-Evidence of planning, some revision, and editing.</p> <p>-Writing is organized and appropriate to task, purpose and audience.</p>	<p>-Produces writing that is mostly clear but style is simplistic.</p> <p>-Minimal evidence of planning, editing, and revision.</p> <p>-Writing is questionably organized and somewhat inappropriate to task, purpose, or audience.</p>	<p>-Produces writing that is not clear or coherent and/or very simplistic.</p> <p>Lacks style.</p> <p>-No evidence of planning, editing, or revising.</p> <p>-Lacks organization appropriate to task, purpose, or audience.</p>	<p>Does not show any completion or application of learning.</p>

Standard #5 Research- Conducts research to answer questions, gather relevant and accurate information from multiple types of credible sources; uses MLA research format

Advanced (AD)	Proficient (PR)- Goal	Developing (DE)	Beginning (BE)	Insufficient Evidence (IE)
<p>-Independently gathers and evaluates credible, accurate, and related evidence using book sources and Badgerlink. -cites sources correctly on Works Cited and correctly creates direct quotes, paraphrases, and block quotes.</p>	<p>- Gathers appropriate credible, accurate, and related evidence using book sources and Badgerlink. -cites most sources correctly on Works Cited page and creates direct quotes, paraphrases, and block quotes with some minor errors.</p>	<p>- Gathers evidence using book sources and Badgerlink but information is basic. -Cites sources on Works Cited but information is incorrectly formatted. Direct quotes, paraphrases, and block quotes require some assistance.</p>	<p>-Requires teacher assistance to find evidence from book sources and Badgerlink. -Works Cited does not follow MLA research format and direct quotes, paraphrases, and block quotes are not done or mostly done improperly.</p>	<p>Does not show any completion or application of learning</p>

Language

Standard #6 Conventions of standard English-Demonstrates command of spelling, usage, punctuation and grammar.

Advanced (AD)	Proficient (PR)- Goal	Developing (DE)	Beginning (BE)	Insufficient Evidence (IE)
<p>-Consistently uses proper spelling and punctuation in writing.</p> <p>-Identifies and uses aspects of grammar (parts of speech, complements, verbals) accurately.</p>	<p>-Minimal errors in spelling and punctuation in writing.</p> <p>- Identifies and uses aspects of grammar (parts of speech , complements, verbals) accurately most of the time.</p>	<p>-Numerous errors in spelling and punctuation in writing.</p> <p>-Some confusion in identifying and using aspects of grammar (parts of speech, complements, verbals) most of the time.</p>	<p>-Multiple errors in spelling and punctuation in writing which interferes with readability.</p> <p>-Great difficulty in identifying and using aspects of grammar (parts of speech, complements, verbals).</p>	